These **prompt questions** are designed to encour­age conversation about how to improve the inclusivity of your curriculum.

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| **Induction and transition:** | **Your comments** |
| How are students made aware of the terminology being used and the intention behind aspects of university study such as:   * Programme design (e.g. level, module, learning outcomes, ECTS)? * Teaching and learning (e.g. seminar, lecture, blended, independent learning, collaborative learning, group work)? * Assessments (e.g. diagnostic, formative, summative, peer assessment, viva)? * Regulations (e.g. plagiarism, mitigating circumstances, complaint, appeal)? |  |
| How are your students inducted into higher education and into different levels? |  |
| How do they know what is expected of them and how to prepare themselves for each academic challenge? |  |
| Is your documentation easily available and comprehensible? |  |
| **Inclusivity of content:** | **Your comments** |
| Have you determined the core requirements of the programme and have these been clearly expressed as intended learning outcomes at programme and module level? |  |
| Have you identified core concepts, troublesome knowledge and threshold concepts that students may find difficult but need to grasp? |  |
| Have you created opportunity to help students meet *their* goals? |  |
| Does your programme enable your diverse student body to answer the questions and solve the problems that are of interest and relevance to them, both in terms of content and method? |  |
| Is your curriculum informed by different staff and students’ different social and cultural perspectives? |  |
| Do you include examples, cases studies and ideas that represent a range of experiences and perspectives, along the lines of culture, gender, race, ethnicity, sexual orientation, religion and age?  If not, can you justify why sources and examples represent a predominantly specific perspective? |  |
| Does your reading list represent a range of international sources and areas of interest? |  |
| Do the important contributors to science, medicine, engineering and business that you refer students to represent a variety of identities? |  |
| Do you discuss diversity, or the lack of it, in academia and/or industry in your discipline? |  |
| Does the programme allow for consideration of inclusive practices in the wider world? e.g. are students considering how doctors, engineers, scientists and other professionals can work to improve inclusivity? |  |
| **Opportunities for active engagement** | **Your comments** |
| Does each module incorporate a range of opportunities for participation? e.g. individual reflection on lecture notes, paired discussion, anonymous participation via Mentimeter. |  |
| Does your programme include opportunities for students to engage with peers and staff to learn from others and nurture a sense of belonging? |  |
| Does group work make use of the diversity of student experience and background available in the cohort? |  |
| Do you acknowledge the challenge and value of working in multicultural teams and equip students to learn from it? |  |
| Does your programme provide students with opportunity to make sense of concepts from their own cultural perspective and to share their ideas and examples with others. e.g. What are commonly held views on the topic/concept in question in your culture? Why do people hold this view? |  |
| How often is the curriculum reviewed for inclusivity and by who? |  |
| **Accessibility of teaching and learning** | **Your comments** |
| Are students provided with a manageable amount of pre-reading, or equivalent, to help them prepare for face-to-face teaching? |  |
| Are ‘lecture notes’, PowerPoint slides or session outlines provided 48 hours in advance? |  |
| Do you use *Leganto Reading Lists* to provide a digitised, prioritised reading list for each module? |  |
| Is technology used to make learning more accessible and inclusive? e.g. Panopto as a tool for learning, a visualizer as an alternative to a blackboard. |  |
| Do you avoid speaking too quickly or quietly (using a mic where necessary) or using jargon, acronyms or colloquialisms without explanation? |  |
| **Assessment and feedback:** | **Your comments** |
| Does the assessment task allow all students to demonstrate achievement of the learning outcomes? |  |
| Are there an appropriate number and range of assessment methods at each level? |  |
| Does this range of assessment methods enable all students to demonstrate their ability to achieve the learning outcomes? |  |
| Is the language of the assessment task inclusive? i.e. Do students understand what they are being asked to do? |  |
| Do the assessment criteria align with the learning outcomes in terms of focus and expected level? |  |
| Are students formatively assessed in this module and how does this relate to the summative assessment? |  |
| How well do students think this assessment supports and enables them to demonstrate their learning? |  |
| Does the assessment recognise and reward process as well as outcome? e.g. Are marks awarded for teamworking and/or observed lab-based/clinical-based practice? |  |
| Is your feedback comprehensible and does it help the student to develop further, including their ability to self-assess? |  |
| Are students given an opportunity and need to make use of their feedback in future learning? |  |